

Concept 1: Elements of Literature		Strand 2: Comprehending Literary Text (Kindergarten through High School)	
Identify, analyze, and apply knowledge of the structures and elements of literature.		<i>NOTE:</i> While each grade has specific performance objectives, Strand 2, Concept 1 performance objectives, regardless of grade level, can be explored and supported with the following suggested Artist Teacher Institute Activities:	
Dance Activities	<i>Walking Patterns; Moving Pathways; Quadrants; Living Sculptures; Movement Web; Visual Line Dances; Character Pathway Dances; Moving Tableau With Text</i>		
Theatre Activities	<i>Build and Break; Plot Circle; What Can I Do; Four Images; Context Tableau; Character tableau With Movement; Luanne’s Auction</i>		
Examples of Dance Standards addressed within the above activities - also see the listing of fundamental Dance Standards:			
Create: Choreographic Process: 204 “Identify and demonstrate the use of choreographic devices to create dance phrases.”		Create: Choreographic Forms: 105 “Identify various choreographic forms.”	
Relate: Cultural Dances: 401 “Research and create a movement phrase/dance that is influenced by social/cultural dance styles.”		Relate: Meaning of Cultural Dances: 302 “Describe how dances from a variety of cultures reflect the values and beliefs of the culture.”	
Evaluate: Dance Terminology: 201 “After observing a dance, using dance terminology, discuss how the elements of dance have been manipulated within the choreography.”		Evaluate: Communicate Meaning: 203 “Interpret how the elements of dance and choreographic strategies can be used to communicate meaning in dance.”	
Examples of Theatre Standards addressed within the above activities - also see the listing of fundamental Theatre Standards:			
Create: Playwriting: 302 “ Write and revise a script based on real life characters and situations that demonstrate an understanding of play structure.”		Create: Directing: 201 “Analyze dramatic text to develop an informal performance describing character motivations . . .”	
Relate: Acting: 204 “Demonstrate how interrelated conditions influence the characters . . .”		Relate: Directing: 101 “Identify and explain the influence of time and place (history and environment) on the characters and the story to be dramatized.”	
Evaluate: Theatre Technology and Design: 103 “Evaluate how line, shape, texture, color, space, balance, and/or pattern help illustrate the environment of a story.”		Evaluate: Playwriting: 302 “Analyze and evaluate constructive criticism about personal work . . .”	

Concept 2: Historical and Cultural Aspects of Literature		Strand 2: Comprehending Literary Text (Kindergarten through High School)	
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.		NOTE: While each grade has specific performance objectives, Strand 2, Concept 2 performance objectives, regardless of grade level, can be explored and supported with the following suggested Artist Teacher Institute Activities:	
Dance Activities	Living Sculptures; Movement Web; Problem Solving With Movement; Shape Phrase Dances; Moving Tableau With Text		
Theatre Activities	Plot Circle; Real/Unreal; What Can I Do; What if A __ Could Talk; Four Images; Context Tableau; Character Tableau With Movement; Machine; Say It Like __		
Examples of Dance Standards addressed within the above activities - also see the listing of fundamental Dance Standards:			
Create: Space: Focus and Intent: 108 “Discuss and identify various points of focus.”		Create: Choreographic Processes: 204 “Identify and demonstrate the use of choreographic devices to create dance phrases.”	
Relate: History and Development of Dance Forms: 401 “Analyze how historical influences affect current dance trends.”		Relate: Meaning of Cultural Dances: 302 “Describe how dances from a variety of cultures reflect the values and beliefs of the culture.”	
Evaluate: Dance Terminology: 301 “After observing a dance, discuss the choreographic strategies being used.”		Evaluate: Personal Interpretation: 405 “Analyze how differing experiences influence how people interpret dance.”	
Examples of Theatre Standards addressed within the above activities - also see the listing of fundamental Theatre Standards:			
Create: Playwriting: 103 “Improvise by imitating life experiences, knowledge of literature . . .”		Create: Theatre Technology and Design “Demonstrate the use of observation from nature, society or research . . .”	
Relate: Acting: 203 “Analyze the emotional and social impact (historical and contemporary) of performance in their lives and the lives of others.”		Relate: Theatre Technology and Design: 101 “Compare and contrast the historic setting, culture, and geography of a story influence affect the visual/aural representation . . .”	
Evaluate: Directing: 201 “Explain and justify personal criteria for evaluating the basic elements of text, acting, and production values in their work and the work of others.”		Evaluate: Directing: 306 “Analyze the development of dramatic forms . . . and report in an organized oral or written presentation.”	

Arizona Department of Education

Reading Standard Strand 2: Approved 3/31/03 Updated 8/12/03

Dance and Theatre Standards: Approved 4/28/97 Updated 6/26/06